



## ENTREPRENEURSHIP EDUCATIONS OF PRISON INMATES IN NIGERIA: EFFECTS ON SKILLS ACQUISITION FOR SELF RELIANCE

Ime Robson Nseobot<sup>1</sup> and Anietie Imo Effiong<sup>2</sup>

<sup>1</sup>Department of Business Administration, Akwa Ibom State Polytechnic, Nigeria

<sup>2</sup>Corporate Institute of Research and Computer Science, Uyo, Nigeria

### Abstract

*The study examined the entrepreneurship educations of prison inmates' in Nigeria: effects on skills acquisition for self reliance. The research design for this study is an Expost Facto design. The population of the study is put at 5629 according to records of the Nigerian Prisons Service, Akwa Ibom State. Simple random sampling technique was used to select 303 respondents out of the population. From the findings of the study, it was revealed that relationship between entrepreneurship educations and skills acquisition for self-reliance among Prison Inmates in Akwa Ibom State have a proportional effect on their skills acquisitions. These will become a source of their livelihood after completing their jail terms, foster quickly integration into the labour market and the society and reduced stigmatization of getting a job or enrolling in apprenticeship. It is recommended that the management of prisons establishments in Akwa Ibom State should give more time and resources to the prisons entrepreneurship education which contribute more to inmates' entrepreneurial skills acquisition.*

**Keywords:** *Entrepreneurship Educations, Prison Inmates', Skills Acquisition, Self Reliance*

### INTRODUCTION

Every year, thousands of formerly-incarcerated individuals re-enter their communities hoping to make a fresh start (Ravasi & Turati, 2005). Cases of poor employer perception, difficulty in opening bank account, legal restrictions, social stigma, understanding prevailing technology and societal changes, are daunting challenges capable of hindering economic opportunities (Clements, 2004).

According to Agomo (2009) and Bellu (1992), data on recidivism indicates that, 67.8% of ex-convicts are likely to be rearrested within three years and 76.6% within five years. In

terms of re-adjudication, approximately 49.8% of formerly-incarcerated individuals recidivate within three years and approximately 60% do so within five years. Re-incarceration rates among returning individual is 36.2% within three years, and 44.9% within five years. Any community with!a large number of ex-convicts suffer reduced man power and resources, this hinders economic growth.

Due to this, the Federal Government of Nigeria introduced the Prison Entrepreneurship Development Programs in Nigerian prisons. These programs help to provide for the inmates good skills and attitudes to secure employment or be self employed. The prison entrepreneurship development programs include formal education, entrepreneurship education, vocational skills training, and prison agricultural program. The formal education scheme involves teaching and learning for

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##### Email Addresses:

[nseobot857@gmail.com](mailto:nseobot857@gmail.com) (Ime Robson Nseobot)

[anietieimo@gmail.com](mailto:anietieimo@gmail.com) (Anietie Imo Effiong)

\*Corresponding author

inmates using the 6-3-3-4 system of education to expose them to basic skills of reading, writing, social and religious studies. Other subjects offered include mathematics, social studies, English Language, biology, physics, chemistry, literature, economics, accounting and the likes. Some of the inmates are enrolled for external examinations like First School Leaving Certificate Examination, Junior Secondary examination and Senior Secondary School examinations. Entrepreneurship education involves teaching the inmates through the rudiments of entrepreneurship such as identifying needs, general business management, marketing, financial management, preparing business plans and proposal.

For the vocational skills training, the inmates are required to make a choice (Asokhia & Osumah, 2013). The chosen vocation cap must be within the limits of the inmates' jail sentence. At completion of the training and jail term, the inmates should be helped by the prison management to secure capital to set up. The prison agricultural program is a scheme that engages the inmates by making them work in the prison farms, thereby aiding them to learn valuable agricultural skills. These skills include all forms of practical farming skills, farm management, financial book keeping, and so on (Asokhia & Osumah, 2013). Therefore, this study seeks to examine the effectiveness of prison entrepreneurship program in equipping prison inmates with entrepreneurship skills.

### **Statement of the Problem**

The entrepreneurship development programs introduced in the prisons is meant to aid successful re-entry into the society and engender productivity among newly released inmates by providing inmates with skills that will make them either employable or self-employed. In view of the above, this study was designed to appraise the effects of prison entrepreneurship program (one of Nigerian educational program) in equipping prison inmates (in Akwalbom State) with entrepreneurship skills.

### **Objective of the Study**

To examine the relationship between entrepreneurship educations and skills acquisition for self-reliance among Prison Inmates in Akwalbom State.

### **Research Question**

What is the relationship between entrepreneurship educations and skills acquisition for self-reliance among Prison Inmates in Akwalbom State?

### **Hypothesis of the Study**

There is no significant relationship between entrepreneurship educations and skills acquisition for self-reliance among Prison Inmates in Akwalbom State.

## **LITERATURE REVIEW**

### **Concept of Entrepreneurship Education**

Entrepreneurship education varies across contexts and includes courses associated with post high school programs as well as traditional 2- and 4-year undergraduate degree programs either within or external to business schools (e.g., in schools of agriculture, engineering, and music; Dooley, Seals & Skarbek, 2014). While most studies focus on entrepreneurship education in a college degree setting (Duwe, 2015), a few also focus on professional programs (Naudé, 2013). First, entrepreneurship education programs provide knowledge about several aspects of bringing a new business to life. These aspects include, for example, the characteristics of an entrepreneurial mind-set, entrepreneurial intention development, opportunity identification and analysis, business planning, new venture finance, and managing and growing the venture (Hisrich, Peters, & Shepherd, 2005).

### **Entrepreneurship and Entrepreneurs: Conceptual Understanding and Explanation**

Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks and receiving the resulting rewards of monetary and personnel satisfaction and

independence (Hisrich, Peters & Dean, 2008). Jung (2014) defines entrepreneurship as the venture that involves taking up a business enterprise quite distinct from obtaining a paid job. The entrepreneur should therefore possess entrepreneurial skills, idea and management skills, which are necessary for the success of the venture.

Arogundade (2011), views entrepreneur as a human bulldozer, who can convert a stumbling block into a steppingstone, a creative and aggressive innovator. An entrepreneur is a person who takes a business risk, financial responsibility and dictates the pace of the business. He earns the interest alone and also bears the loss alone including his personal assets. Ehis & Frank (2013) defines entrepreneurship as a person who starts or organizes a commercial enterprise, especially one involving financial risk, is enterprising and aims at sustained human endeavor for creation of sustainable wealth contribution to humanity.

However, the success of an entrepreneur depends on several factors such as educational background, quality service/products, organization, availability of funds, vision, environment condition, government regulations, infrastructure availability, cost control, management, discipline and determination.

Cheliotis (2008) says that entrepreneur is creating and building something of value from practically nothing, creation and distribution of something of value and of benefits to individuals, groups, organizations and society. He added that it concerns the persistent pursuit of opportunity to create wealth through innovation, creation of product or services that meet customer's needs, using scarce resources in a way that results to the growth of an enterprise, which satisfies the expectation of stakeholders whose roles sustain the business. Entrepreneurship can be described as a process, which involves the transform atom of innovative and creative ideas into profitable activities especially outside an existing organization.

Entrepreneurship is the willingness and ability of individual to seek out investment opportunities, and to establish and run an enterprise successfully (Katz & Decker, 1982). Entrepreneurship offers its students incentives for creative thinking. Entrepreneur can be defined as a person who has the courage to invest his time and resources in business with the hope of making profit. Olufokunbi (1995) describes entrepreneurship as a function of production, the possession and utilization of those attributes that enable one to first of all recognize the need and opportunities to gain from the success of the business.

Importance of entrepreneur is to give the owner job in his enterprise. The self employed must be diligence because out of diligence that he can marriage the profits and the resources beyond normal wage value. It provides the owner opportunity to take prompt decision regarding the business. There is prestige in ownership of a business outfit. For entrepreneurial success, one has to be innovative in nature and should always look forward to a change even when one is satisfied with the current situation because in business emphasize is not on satisfaction but on maximization. The profits and capital are managed by the owner. This is the ability of an individual to get his goal in business activities struggling to realize them as much as possible through efforts using his own resources for success or loss of the business. The business owner work at his place. Entrepreneurship entails creativity which is acting in the face of uncertainty or doing things in a new way.

### **Prison Entrepreneurship Education in Nigeria**

The United Nations report on the state and conditions of Nigerian prisons as recorded in the Vanguard of Friday, September 1 (2006), observed that; "All the prisons visited had very limited facilities for rehabilitation. Where these exist, they include basic equipments and facilities for such activities as wood work, tailoring/welding, electronics and sewing. Nevertheless, the facilities are extremely limited and in all cases the tools are few and in poor state of repair". According to Orakwe

(2011), the figures from the prisons indicate that we have total of 48,408 prisoners in custody nationwide. Out of this number, 33,552 are awaiting trial while only 14,856 are convicts. About 70 percent of these persons awaiting trial are charged for offences ranging from armed robbery to murder, arson, drugs trafficking, pipeline offences, etc.

A primary cause of this high rate of recidivism is the great difficulty former inmates have in obtaining employment. Without employment, ex-convicts are three to five times more likely to commit a crime than are those who gain employment after leaving prison (Crutchfield & PitchfSeiterord, 1997). Yet ex-convicts find it difficult to obtain employment. Most employers are wary of hiring such individuals, and federal and state laws often bar ex-convicts from certain fields of employment. The resulting costs of recidivism to society are enormous: public safety risks, a weakening of family and community ties, public health risks, and rapidly rising criminal justice costs (Prisoner Reentry Institute, 2006).

Entrepreneurship programs in prisons take numerous forms, from building trades, motor mechanics, fitting and turning, carpentry and upholstery, manufacturing of furniture and clothing to computer training. The premise of Entrepreneurship programs is that inmates who actively participate in these programs have a significantly lower likelihood of being reincarcerated and the acquisition of Entrepreneurship skills increases offenders' legitimate employment opportunities after release. Generally, the available research on Entrepreneurship education indicates that these programs are effective in reducing recidivism. Gerber and Fritsch examined 13 studies and found in nine of the studies that Entrepreneurship education programs are effective and reduce the recidivism of offenders. As an example, Saylor and Gaes (1992, in Gerber & Fritsch, 1994, p.8) investigated Entrepreneurship-technical training in the Federal Bureau of Prisons and found that inmates who received Entrepreneurship training while in prison:

Adjusted better (fewer disciplinary violations) than those who did not receive such training.

Wilson, Gallagher and MacKenzie's research (2000) has shown that programs that begin job search assistance and preparation for employment prior to leaving prison and that continue assistance after release hold promise for reducing recidivism. Andrews et al. (1990), Sampson and Laub (1997) and Sonfield (1992) indicate that offenders released from prison who have a legitimate job (with higher wages or higher quality jobs) are less likely to recidivate. Seiter and Kadela (2003) evaluated two studies done by Saylor and Gaes (1992, 1997) and one study by Gartner (1988) and concluded from the results of the studies that Entrepreneurship training and/or work release programs are effective in reducing recidivism as well as improving job readiness skills. The study by Gartner (1988) indicates that the work release program achieved its primary goal of preparing inmates for final release and facilitating their adjustment to the community. Although there are indications that those who participated in work release programs were somewhat less likely to be rearrested, the results were not statistically significant. Saylor and Gaes (1992, 1997), who compared offenders participating in training and work programs with similar offenders who did not take part.

### **Entrepreneurship Educations and Prison Inmates Economy Development**

Entrepreneurship scheme is a back bone of every man success and as such, an entrepreneurs work in a fast changing, highly complex environment and thereby execute varying roles and tasks dependent on the life-cycle of the entrepreneurial venture (Lumpkin & Dess, 1996). This dynamic environment demands constant learning from the entrepreneur in order to successfully explore and exploit entrepreneurial opportunities towards effective and efficient prison inmate development (Cope, 2005). For instance, younger entrepreneurs face nowadays numerous challenges such as; lack of work and entrepreneurship experience, lack of financial

resources, limited networks and opportunities of social media to access information and connect to other users.

Thus, learning processes, however, depict that younger entrepreneurs remain under-represented in current literature. Especially, the antecedents of entrepreneurs' learning processes which seems drastically unexplored, e.g. *why* do entrepreneurs learn what they learn? Where do they get the information from and which factors are considered in the choice of information source?

Ultimately, research on entrepreneurship has yielded three dominant theoretical perspectives aiming at explaining the nature of entrepreneurship education as a tool for effective prison inmates' development in Nigeria; they include: the functional, personality and behavioral perspective (Sahlman & Stevenson, 1989). The *functional perspective* views the nature of entrepreneurship in an economic sense by regarding actions and responses taken by the entrepreneur in relation to his or her environment. Secondly, the *personality perspective* focuses on personality characteristics of the entrepreneur. Thereby, it is aimed at analyzing 'who' an entrepreneur is and claims that an entrepreneur can be defined by certain character traits. Thirdly, the *behavior perspective* is a process-based view on entrepreneurship regarding the displayed behaviors in relation to its context (Sahlman & Stevenson, 1989; Cope, 2005). The term 'dynamic learning perspective', coined by Cope, (2005), describes a perspective on entrepreneurship which draws from the three perspectives mentioned above and further incorporates 'theories and models from management, adult, and individual learning literature' (Cope, 2005), thereby recognizing contrary to the static approach of the personality perspective, that entrepreneurs constantly learn; not only in the beginning phases but throughout the entire life-time of a venture (Cope, 2005; Lumpkin & Dess, 1996, Reuben and Fischer, 1993).

Moreover, an Entrepreneurial Learning (EL) research has gained momentum since 2001,

with increasing numbers of publications (Cope, 2005; Sonfield and Barbato, 1994). Through this, academic publications in the field are 'diverse, highly individualistic and fragmented' depending on the perspective the respective authors take. Currently, no prevailing, universal definition of EL exists, although most definitions relate to 'what and how individual entrepreneurs learn' (Sonfield and Barbato, 1994). Cope (2005) defined EL as 'learning experienced by entrepreneurs during the creation and development of a small enterprise'. Politis, (2005) defines EL as 'a continuous process leading to the development of knowledge required for starting and managing a firm. In this vein, Parker (2006) refers to EL as 'what entrepreneurs learn about, how they learn, and why they learn.

#### **Trends of Entrepreneurship Education in Nigeria: Government Interventions**

Nigeria as a country has numerous business and investment potentials due to the abundant, vibrant and dynamic human and natural resources it possesses. Tapping these resources require the ability to identify potentially useful and economically viable fields of endeavors. Nigerians have made their marks in diverse fields such as science, technology, academics, business and entertainment (Nkechi, Ikechukwu & Okechukwu, 2012).

Thus, entrepreneurship activities and innovative ingenuity in Nigeria have developed enterprises in the following areas: agricultural/agro-allied activities where there are foodstuffs, restaurants, and fast food vending, etc. In the area of solid minerals, there are quarrying, germ stone cutting, polishing and crushing engineering. In power and transport, there are power generations, haulage business (cargo and passengers). In the area of information and telecom business, there are manufacturing and repairs of GSM accessories and the printing and selling of recharge cards. In hospitality and tourism business, there are hotels, accommodation, resort centers, film and home video

production; in oil and gas business, there are construction and maintenance of pipelines, drilling, refining by-products. In the area of environmental and waste management business, there is refuse collection/disposal, recycling and drainage/sewage construction jobs. In the area of financial banking services, there is banking, insurance and stock trading. In engineering and fabrication work, there are machines and tools fabrications. There is also the building and construction, where there are plan and design services and material sourcing (Agbeze, 2012). In spite of the fact that entrepreneurship development has been regarded as the bulwark for employment generation and technological development in Nigeria, the sector nevertheless has had its own fair share of neglect with concomitant unpleasant impacts on the economy. Against this backdrop, entrepreneurship when and if gallantly developed in Nigeria will take its pride of place in quelling unemployment and thus generating employment among Nigerian youths especially the graduates and once again, place the economy on a proper footing (Nkechi et al, 2012).

Moreover, Ogundele and Abiola (2006), revealed that the wide-spread level of unemployment in the country could have been minimized if Nigerians of varying age groups and backgrounds were exposed to entrepreneurial education, training and development across levels. The quest for producing great and dynamic economy, in the 21<sup>st</sup> century, if Nigeria is not to be left behind the rest of the world in the march towards propensity demands that all hands must be utilized to produce entrepreneurial education, training and development for the general populace. In addition, Smith & Miner (1985) asserted that government policies and programs promote entrepreneurship and investment in new ventures. However, he found out that Nigeria's government credit policies and programs have no significant effect on the development of entrepreneurs in the country.

The economic benefits of youth participation in the development process are

varied and have a multiplier effects on the national economy. Since youths constitute about 70% of Nigeria's population, the nation cannot achieve development when there are mostly idle and unproductive. This is basis for their productive engagement in entrepreneurship (Lemo, 2013). Furthermore, over the last decade or so, various efforts had been initiated by the government and other stakeholders to provide employment for the youths in Nigeria. These include the programs on Universal Basic Education, Poverty Eradication, Agricultural Development, Economic Empowerment and Development, Commodity Marketing and Development, as well as Presidential Initiatives, such as the YouWin Program.

Beside this, the National Directorate of Employment (NDE) grooms unemployed youths and retired persons in vocational skills, entrepreneurship/business development, labor-based works, rural employment promotion and job placement guidance and counseling. The Federal Government earmarked on N100 Billion Textile Revival Fund for the Cotton, Textile and Garment Industries, which used to be among the largest employers of labor in the country. The Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) was established to promote the development of the MSMEs sector of the Nigeria economy. Tremendous outcomes have been recorded from its various programs, including the Entrepreneurship Development Program.

The Public Works and Women/Youth Empowerment Scheme (PW/WYE) was launched by the Federal Government to create immediate employment opportunities for women and youths in labor-intensive public works. To be implemented in partnership with the state & local governments and the private sector, the scheme is expected to generate 50,000 skilled jobs and 320,000 unskilled job opportunities. It is a component of the Subsidy Re-investment and Empowerment Program (SURE-P).

The Youth Enterprise with Innovation in Nigeria (You WIN) program is a collaboration of

the Federal Ministries of Finance, Communication Technology and Youth Development to organize an annual Business Plan Competition (BPC) for aspiring young entrepreneurs in Nigeria. The program will provide a one-time Equity Grant of 1 million—N10 million to 1,200 selected aspiring entrepreneurs to start/expand their business concepts and mitigate start up risks; and to further generate some 80,000--110,000 new jobs for unemployed Nigerian youths over a three-year period.

In addition, the Niger Delta Amnesty Training Program has been engaged in the training of youths at various institutes in Ghana, South Africa, the Philippines, Russia, Ukraine, India and elsewhere. Also, more than 5,000 youths have been enrolled in formal educational institutions and vocational centers within and outside the country. To date, over 5,000 beneficiaries have graduated in such skill fields as welding & fabrication, entrepreneurship, pipe-fitting, carpentry & plumbing, oil drilling, electrical installation, ICT, and marine related vocations.

The Petroleum Technology Development Fund (PTDF) was established to promote and upgrade petroleum technology and manpower development through research and training of Nigerians as graduates, professionals, technicians and craftsmen in the fields of engineering, geology, geo-sciences, management, economics and relevant fields in the petroleum and solid minerals sectors, here and abroad.

There are various Micro-Finance Schemes providing financial services to the poor who are traditionally not served by conventional financial institutions. Currently, there are 873 Microfinance banks (MFBs) in Nigeria, employing more than 12,000 Nigerians. Their combined portfolios include 905,099 and 8,241,706 borrowers and depositors respectively. The NYSC Venture Price Competition was introduced by the CBN to sensitize and create awareness in Nigerian youths, awaken their entrepreneurship expertise, and orientate serving youth corps members towards seeking alternative

employment options, in particular, self-employment.

The N200 billion Commercial Agriculture Credit Scheme (CACCS) finances large ticket projects along the agricultural value chain, in addition to the older Agricultural Credit Guarantee Scheme (ACGS).!To date, the CACS has disbursed N158.39 billion for 203 projects owned by 175 private promoters and 27 State Governments and the Federal Capital Territory (FCT), with 5,910 jobs created. The Nigeria Incentive-Based Risk Sharing System for Agricultural Lending (NIRSAL) is a partnership of the Central Bank of Nigeria (CBN), UNIDO and Alliance for a Green Revolution in Africa. It was developed to boost access to bank financing for agriculture by de-risking the agricultural and financial value chains through the adoption of risk-sharing approaches.

The N200 Billion Refinancing/Restructuring of SME/Manufacturing Fund is to enable banks refinance and restructure their existing loan portfolios to SMEs and manufacturing firms. So far, the scheme has improved staff strengths, capacity utilization and turn-over of 499 benefiting companies.!The Power & Aviation Intervention Fund (PAIF) has disbursed some N144.60 billion to Deposit Money Banks (DMBs) for 10 power and 11 aviation projects as well as generated numerous jobs.!The N200 billion Small & Medium Scale Enterprises Guarantee Scheme (SMECGS) of the CBN promotes further SME access to credit. In barely two years, the scheme has disbursed over N1 billion to 20 qualified applicants, with the attendant boosts in their businesses and employment generation.

The Entrepreneurship Development Centers (EDCs) were set up in the six geo-political zones (South-West, South-South, South-East, North-West, North-Central and North-East) to bridge gaps in various elements of youth entrepreneurship development. To date, over 102,000 youths have benefited from the initiative.! Since government cannot solely create for all youths and others, there are imperatives for private sector-driven entrepreneurial development. These include reduction in crime and social vices, improving

economic conditions for business viability, guaranteed future for the country and improved self-worth of Nigerian Youths.

### **The Humanism Theory**

Humanism is a theory developed by thinkers who stress the overriding importance of 'the self as the integrative, consolidating tendency in development that is a source and growth of the individual (De Roberts, 2006). In the words of Sonfield, Lussier & Barbato, (2001), African conceptions of morals would seem generally to be of a humanistic orientation. All value is derived from human interests, and human fellowship is the most important human need. Humanism sees human need, interests and dignity as of fundamental importance and concern.

It is a pervasive and fundamental concept in African socio-ethical thought (Ogbo & Nwachukwu, 2012). Exploring education from the normative point of view Tanimu (2010) affirms that it is a moral concept. From the perspective of African humanism, prison education is to promote humanness in line with the true African virtues and values of *ubuntu* - love, kindness, compassion, forgiveness, care and benevolence. The implication is that through a proper education, people who profess a lack of knowledge and skills, and therefore find themselves on the wrong side of the law could be forgiven and taught relevant socio-economic skills, knowledge, moral norms and virtues of courtesy, compassion, respect for life and the property of fellow humans. From the humanistic point of view, education should inculcate in prison inmates not only economic skills for employment but also the true African values of *ubuntu*, *botho* or *tema* ('humanness' in Zulu, Sotho and Akan respectively). This debate can also be framed in terms of the concepts of retributive versus restorative justice.

Agomo, (2009) argues that restorative justice gives a better lens through which to view the global problem of recidivism. Goldstein (1986) points out that the principles, ideals and themes of living are valued with

personal and cultural meanings; they contain the person's standards and images of self that provide purpose and direction for living; they define the 'ought's', 'should' and obligations of interpersonal relationship; express what is essentially 'good' and 'right' and in countless other ways add to the value and spirit of living.

Thus, despite their offences against humanity, society grants prison inmates pardon and teaches them basic knowledge and skills, they might reciprocate by being kind, law abiding, generous, courteous and show compassion to their fellow humans in the same way as they have been treated. Prison education therefore seeks to redirect and rehabilitate inmates to become better humans and to empower them to live better with fellow humans in society. The education transaction should develop in inmates co-operative skills sustain communal interdependence and concern for the welfare of others. Prison education programs should include a strong foundation of moral philosophy and ethical reasoning to enable students to grapple with social and personal ethical dilemmas (Goldstein, 1986).

## **MATERIALS AND METHODS**

### **Research Design**

Survey design was adopted in the study. This design was appropriate in the study because according to Osuala (2005), survey research focuses on people, the vital facts of the people and their beliefs, opinions, attitudes, motivation and behaviour.

### **Area of the Study**

The study was conducted in the Nigerian Prisons Service, Akwa Ibom State.

### **Population of the Study**

The population of this study was made up of the entire inmate population in prison facilities in Akwa Ibom State that are involved in the prisons entrepreneurship programmes. This population is put at 5629 according to records of the Nigerian Prisons Service, Akwa Ibom State

### **Sample and Sampling Technique**

The study adopted the convenient sampling technique to select 303 respondents out of the population. This sampling technique was adopted due to the regimented nature of the prisons service.

**Research Instrument**

The research instrument for this study was the entrepreneurship educations of prison inmates’ and skills acquisition for self-reliance questionnaire (EPIISAARQ). It was made up of questions that elicited responses that will aid in the achievement of the study objectives.

**Validation of the Instrument**

The questionnaire items were subjected to validation by 2 experts in the Department of Educational Foundation in the Faculty of Education, University of Uyo and 1 expert in test and measurement.

**Reliability of the Instrument**

The instrument was face validated. The Cronbach (Alpha) model was employed to test the reliability of the instrument. This was done through a pilot study by applying the test-retest method. Twenty (20) respondents were selected in Uyo prisons for the pilot study. A

Cronbach alpha reliability coefficient of 0.862 was achieved.

**Administration of Instrument**

The instruments were administered personally by the researcher to the respondents. This personal administration of questionnaire helped to minimise loss of questionnaire. The respondents were given enough time to complete the questionnaire before they were collected for analysis.

**Method of Data Analysis**

Data collected were processed using the Statistical Package for Social Science (SPSS).!One research question was answered using (mean) descriptive statistics; while one hypothesis was tested using the PPMC analysis at 0.05.

**RESULTS AND DISCUSSIONS**

**Answer to Research Questions**

**Research Question 1**

What is the relationship between entrepreneurship educations and skills acquisition for self-reliance among Prison Inmates in Akwalbom State? Table 1 was used to answer the research question.

Table 1. *Descriptive analysis of the relationship between entrepreneurship educations and skills acquisition for self-reliance among Prison Inmates in Akwalbom State*

Variable	N	Arithmetic mean	Expected mean	R	Remarks
Entrepreneurship Educations		29.68	12.50		
	303			0.96*	*strong to Perfect Relationship
Self-Reliance		14.81	5.00		

Source: Field Survey (2019)

Table 1 presents the result of the descriptive analysis of the relationship between entrepreneurship educations and skills acquisition for self-reliance among Prison Inmates in Akwalbom State. The two variables were observed to have strong perfect relationship at 96%. The arithmetic mean for entrepreneurship educations (29.68) was also observed to be higher than the expected mean

score of 12.50. In addition to that the arithmetic mean for self-reliance (14.81) was observed to be higher than the expected mean score of 5.00. The result therefore means that there is perfection relationship between entrepreneurship educations and skills acquisition for self-reliance among Prison Inmates in Akwa Ibom State.

**Hypotheses Testing**

**Hypothesis One**

There is no significant relationship between entrepreneurship educations and skills acquisition for self-reliance among Prison Inmates in Akwa Ibom State. In order to test

the hypothesis, two variables were identified as follows:

- Entrepreneurship education as independent variable
- Self-reliance as a dependent variable

Table 2. PPMC analysis of the relationship between entrepreneurship educations and skills acquisition for self-reliance among Prison Inmates in Akwa Ibom State

Variable	$\Sigma x$	$\Sigma y$	$\frac{\Sigma x^2}{\Sigma y^2}$	$\Sigma xy$	r
Entrepreneurship Education	9011		270655	134663	0.96*
Self-Reliance	4486		67072		

\*Significant at 0.05 level; df =303; N =301; critical r-value = 0.086

Table 2 presents the obtained r-value as (0.96). This value was tested for significance by comparing it with the critical r-value (0.086) at 0.05 levels with 301 degree of freedom. The obtained r-value (0.96) was greater than the critical r-value (0.086). Hence, the result was significant. The result therefore means that there is significant relationship between entrepreneurship educations and skills acquisition for self-reliance among Prison Inmates in Akwa Ibom State.

more to inmates entrepreneurial skills acquisition.

**CONCLUSIONS AND RECOMMENDATIONS**

From the findings of the study, it was revealed that relationship between entrepreneurship educations and skills acquisition for self-reliance among Prison Inmates in Akwa Ibom State. Thus, the acquisition of the entrepreneurship education will have a proportional effect on their skills acquisitions which will become a source of their livelihood after completing their jail terms and also foster quickly integration into the labour market and the society and also reduced stigmatization of getting a job or enrolling in apprenticeship. Based on the data analysis of the study, it was however recommended that the management of prisons establishments in Akwa Ibom State should give more time and resources to the prisons entrepreneurship education which contribute

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